

BEHAVIOUR & DISCIPLINE POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	10.06.2016
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	10.06.2016
Details and dates of minor amendments:	05.07.2019 Reviewed without amends.
Date next full review is due:	Autumn 2019

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.



1 Aims and objectives

1.1 It is a key aim of Kelvin Grove Primary School that every member of the school community feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 Kelvin Grove Primary School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. School Rules

We have 6 School Rules and use the acronym K E L V I N to help us remember them;

K Keep hands, feet and unkind comments to yourself

E Everyone is treated with care and respect

L Listen and follow instructions first time

V Value your own, others and school property

I Impress others with your good manners

N Never give up!



3. Rewards and punishments

3.1 Reward System

All pupils are organised into 4 teams in which they will remain throughout their time at Kelvin Grove. Each team is organised vertically from Reception to Year 6 and is named after a local landmark:

- Sage Stars
- Blazing Baltic
- Awesome Angels
- Millennium Magic

Kelvin Grove Primary school recognises the achievements and progress of its pupils in a number of ways. These include:

- Verbal praise
- Written comments on work
- Display of work
- Texts or emails to parents via ClassDojo
- Public commendation, such as in assemblies
- Awarding of certificates
- Remunerative rewards, such as gift vouchers – these are linked to School Merits
- Afternoon Tea with the Head teacher

Rewarding Achievement and Commitment to Learning at Kelvin Grove

At Kelvin Grove we use the ClassDojo website/app, to help motivate children and raise the profile of rewards in school. (see Appendix 1)

Children have their own individualised Avatar, which receives points electronically as merits are awarded. This allows children to see the immediate impact as points automatically add to their total.

Children are also allocated into House groups on ClassDojo. This motivates children as they routinely check totals throughout the week, with the weekly winning House in school celebrated in assembly.

Using ClassDojo, staff award Merits for achieving the following:

- Being creative
- Being a good friend
- Good manners



- Helping others
- Participating
- Persistence
- Teamwork
- Working hard

All adults in school can issue merits, which must be presented to the class teacher to record on ClassDojo.

Pupils are rewarded by postcards home and certificates when they achieve Bronze, Silver, Gold, Platinum and Diamond levels.

Merits are linked to the KELVIN Code and are awarded in lessons. Awards are made as pupils achieve certain numbers of merits:

- 15 merits – bronze award from a Class Teacher
- 35 merits – silver award from a Phase Leader in assembly
- 70 merits – gold award from the Head teacher in assembly
- 100 merits – platinum award from the Head teacher in assembly and tea with the Head teacher
- 125 merits – diamond award from the Head teacher, and Voucher

At the Celebration Assembly run at the end of every term, a broad range of pupil achievement is recognised and various awards are presented.

3.2 Each week, we nominate children from each class to be awarded certificates in assembly for good work (Learner of the Week). The school acknowledges the efforts and achievements of children, both in and out of school.

3.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Traffic Lights

Each classroom has a set on traffic lights displayed with the children's names/ photographs attached. This is a visual reminder for children to remain "on task" and follow the school rules. Each day is a fresh start and all children begin on green. Should a child choose to break a school rule, the following sanctions are employed;

Progression of sanctions

GREEN		1. Reminder of the rule
BLACK		2. Verbal warning
AMBER	Children may move back to green with good behaviour.	3. Time out <u>within</u> the classroom
RED	Children remain on red for the remainder of the session (Half day)	4. Exclusion from classroom. Child sent to Key Stage Coordinator with an independent learning activity or “holding task” and a playtime will be missed. <u>Children are not to be sent to stand in a corridor unsupervised.</u>
RED		5. Involvement of Head teacher Note: For serious incidents, e.g. violent or abusive behaviour, refer directly to the Deputy or Head teacher.

Points to note;

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Children who experience difficulties managing their behaviour may benefit from working 1:1 or in small groups with our Family Support Worker.

3.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

3.5 Children who misbehave at playtime will receive one verbal warning. Should misbehaviour continue, KS1 children will be accompanied by an adult outside for the remainder of the playtime, while KS2 children will be sent inside to be supervised (see rota). A serious incident will result in a child being sent in immediately.



3.6 Indoor Playtime: Children may miss their playtime if they are on RED for a behaviour incident in the classroom or if they have misbehaved during a previous playtime or lunchtime. This should be recorded on CPOMS. Should a pattern emerge, then it is the Class teachers' responsibility to meet with parents to discuss any behavioural issues – this meeting should be recorded and subsequent actions monitored. Should the behaviour persist, the Deputy Head (responsible for Pupil Welfare) must be notified.

NOTE: If a child needs to finish off work, this is the Class teachers' responsibility and this should be undertaken in the classroom.

Types of behaviour that are recorded:

- Bullying of any type
- Assault – pupil
- Assault – teacher
- Verbal abuse – pupil
- Verbal abuse – teacher
- Defiance
- Disruptive behaviour
- Fighting
- Damage – property
- Inadequate work (N.B. this will always be linked to another behaviour type that explains why there was inadequate work completed)
- Persistent homework failure
- Other behaviour which brings the school into disrepute, endangers other pupils, staff or the school community.
- If someone brings a knife into school, this will be reported to the police.

3.7 Lunchtime supervisors are actively engaged in promoting good behaviours, e.g. reward stickers for politeness or good table manners. The lunchtime supervisors must be treated with the respect expected by all adults at Kelvin Grove Primary School. Verbal or physical abuse will not be tolerated. If children choose to break our school rules, the supervisor will:

1. Give a verbal warning.
2. Further misbehaviour will result in the child being asked to accompany an adult around the playground for 10 minutes.
3. If poor behaviour persists, the child will be sent inside for the remainder of lunchtime play to be supervised by the Family support Worker.

Parents will be informed of persistent misbehaviour at lunchtime and will meet with the Head teacher/Deputy Head teacher and Family Support Worker, to establish a behaviour plan to address behavioural issues. If the behaviour does not improve it may be necessary for the child to return home for lunch for a period of time.



3.8 Lunchtime incidents: The majority of incidents that occur at lunchtime should be investigated and resolved by the Lunchtime Supervisory Assistants or senior Supervisors. A serious incident may be referred to the Lunchtime Duty Teacher, a senior member of staff. Incidents must be resolved before children return to the classroom, so as not to impact on teaching time. Whenever possible, a child involved in an incident should return to the classroom for the afternoon and begin the session on GREEN, offering a fresh start. If a consequence is necessary, in most cases this will involve the loss of a playtime or lunchtime the following day. However, professional discretion must remain for the most serious offences.

3.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers at Kelvin Grove Primary School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

4 The role of the class teacher, supported by the teaching assistant

4.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The class teacher treats each child fairly, and enforces the classroom code consistently.

The teachers treat all children in their classes with respect and understanding.

4.4 If a child misbehaves repeatedly in class, the class teacher records all such incidents on CPOMS - Behaviour Incident Logs. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate Key Stage Leader/Deputy Head. This will again be recorded on CPOMS - Behaviour Incident Logs.

4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or the Local Authority behaviour support service.

4.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



5. The role of the Deputy Head teacher (responsible for Pupil Welfare)

5.1 It is the responsibility of the Deputy Head teacher to monitor fortnightly behaviour across school by:

- analysing behaviour logs on CPOMS for whole school and individual patterns
- meeting with staff to discuss any concerns about particular children

5.2 The Deputy Head teacher is also responsible for implementing strategies to improve behaviour – as both whole school and individual initiatives. This includes:

- changes in break time activities
- behaviour logs/plans for individual children,
- liaising with the Family Support Worker and SENDCO
- meeting with teachers and parents to discuss next steps,
- referring to behaviour support as needed.

5.3 The Deputy Head teacher reports to Governors on a termly basis, with a summary of behaviour incidents in the school, any reports of bullying and initiatives put in place to address these.

6 The role of the Head Teacher

6.1 It is the responsibility of the Head teacher, under the School Standards and Framework

Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

6.2 The Head teacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

6.3 The Head teacher keep records of all reported serious incidents of misbehaviour.

6.4 The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child.

7 The role of parents

7.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents and pupils sign a Home school agreement to ensure common goals.

7.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.



7.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

7.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8. Fixed-term and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary.

The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion, September 2012*. We refer to this guidance in any decision to exclude a child from school. In May 2016, the Internet address was <https://www.gov.uk/government/publications/school-exclusion>

8.2 Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school *and this must be on disciplinary grounds..* The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year, *however, parents have different rights of appeal and if a child has 15 or more days exclusion in a term the governors must meet to consider any alternative strategies to exclusion.* In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

8.3 *The Head teacher informs the governing body on a termly basis of all exclusions.*

8.4 If the Head teacher *permanently* excludes a *pupil*, s/he informs the parents immediately, giving reasons for the exclusion. *The Head teacher also informs the Local Authority of their decision.*

8.5 *Within 15 school days the governors discipline panel should meet to consider the head teacher's use of exclusion but only have the power to uphold or reinstate the pupil either immediately or on a particular date.*

8.6 *Should the governor's discipline panel uphold the Head teacher's decision to permanently exclude a pupil, the parent has a right to request an independent review panel re-hear the case. This currently arranged by the Council's Legal, Democratic and Property Services Team and both the chair of the governor's discipline panel and the Head teacher will be asked to attend to outline their reasons for permanent exclusion.*



9 Monitoring and review

9.1 The Senior Leadership Team monitors the effectiveness of this policy on a regular basis.

9.2 All behaviour records from June 2016 are held centrally on CPOMS. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which are then added to CPOMS by admin staff.

9.3 The Deputy Head Teacher monitors whole school behaviour on a fortnightly basis: analysing whole school trends and reporting next steps to the Head Teacher.

9.3 The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. They will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5 Staff and the Governing Body reviews this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.